

THE EFFECTIVENESS OF USING GOOGLE CLASSROOM IN IMPROVING STUDENTS' LISTENING ACHIEVEMENT

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Abstract

The study aimed to evaluate how effectively Google Classroom can improve students' listening skills at SMPN 21 Makassar. A quantitative research method using a pre-experimental design was implemented. The participants were eighth-grade students from SMPN 21 Makassar, with one class chosen from a total of six through cluster random sampling. Specifically, class 8E was selected, which had 20 students. To gather data, listening tests were conducted both before and after the intervention. The collected data were analyzed using a t-test with a significance level set at 0.05. The research revealed a p-value (sig. 2-tailed) of 0.000, which is lower than the significance threshold of 0.05. As a consequence, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Moreover, the effectiveness of Google Classroom, assessed through the N-Gain score, indicated a moderate level of effectiveness. Therefore, the researcher concludes that Google Classroom is relatively effective in enhancing students' listening skills at SMPN 21 Makassar.

Keywords — *Effectiveness, Google Classroom, Listening Achievement.*

INTRODUCTION

Proficiency in foreign languages, particularly English, is gaining greater significance in Indonesia due to its status as a global language and its critical role in the fields of science and technology (Asrifan, Zita, Vargheese, Syamsu, & Amir, 2020). In this context, English is considered a second language and plays a crucial role in the globalized world. Siregar (2023) says English serves as the primary global language for communication across different areas of life, including education, economy, politics, and culture, on an international scale. Therefore, it is crucial to master English as a foreign language and as a global communication tool.

English is a language that functions as a bridge in communicating in various international activities, including education. Education is a critical need for everyone, and it is the task of

preparing human resources for the development of nations (Mardelina & Muhson, 2017). In Indonesia's education system, English is regarded as a mandatory subject from elementary school through university. However, it's clear that not all students are eager to learn it. Many view English as a difficult language (Skripsiani, Yuamana, & Tahrin, 2022). In this case, students' achievement in English subjects is still relatively low.

English has four fundamental language skills: listening, reading, writing, and speaking (Susini, 2020). Hasanah et al (2023) said that these. When arranging the four language skills in a hierarchy, they are typically ranked as follows: listening and speaking come first, followed by reading and writing. Of the four skills mentioned, teaching listening is always neglected in teaching and learning (Hardiah, 2019). Brown (2004) states that listening is a crucial skill for learning, particularly within an academic setting. Students must develop this competency to excel in language learning, especially in English. Listening involves a complex and interactive process where students interpret and integrate what they hear with their existing knowledge to understand messages (Syahabuddin & Rizqa, 2021). Consequently, enhancing students' listening abilities is vital, as it facilitates more effective language learning by ensuring they comprehend the conveyed information.

Fauziah & Qamaruzzaman (2021) said that the low listening ability of students English learning is impacted by several factors, such as students' limited knowledge of the language, a small vocabulary, insufficient practice in daily communication, low engagement in understanding English, poor quality of student assignments, and the use of ineffective teaching techniques by educators. Students' low mastery of language is due to one factor, namely the inappropriate techniques or methods used by teachers in learning. Gunadi (2023) said that the low learning outcomes in English are thought to be caused by teachers' inappropriate use of learning methods in the learning process. Until now, the method that teachers often use at school is the conventional learning method or what we often call the lecture technique.

A learning and teaching activity that is perceived as a process conducted by the teacher for the benefit of the student. Learning is a psychological or mentally stimulating process that interacts directly with the environment and produces constant and lasting change (Karim et al., 2018). Many factors influence the success of English learning activities. Factors that play a role in student learning can be broadly categorized as internal and external (Chairunnisa et al., 2017). Gajda et al. (2017) define academic achievement as the result of learning, commonly evaluated through classroom grades, assessments, and standardized tests. Aqib (2013) adds

that learning outcomes are evident when an individual has acquired new knowledge or skills, leading to a change in behavior.

Therefore, good learning outcomes will result in satisfactory learning achievements. This good learning process requires innovative learning methods that are able to touch both factors in the student learning process. One innovative learning method involves incorporating technology into the educational process.

Academic tools, online learning platforms, educational apps and teaching videos provide learners with more versatile access to resources and materials (Díaz R, et al., 2021). The interactive nature of digital media can boost learners' engagement in the educational process (El-Sabagh, 2021). Additionally, digital collaboration between students and teachers facilitates the sharing of ideas and knowledge (Kamaruddin et al., 2023). In the current digital environment, educators can utilize digital media to access various innovative learning resources, making education more adaptable and responsive to learners' needs (Ansari & Khan, 2020). This incorporation of technology into the learning process represents a significant innovation in the digital era and presents tremendous opportunities for the field of education.

In the digital age, it is essential to innovate the learning process to enhance the quality of education. Key factors related to innovation in learning during the digital era include diverse learning styles, the characteristics of the digital native generation, and the use of contemporary learning media (Afif, 2019). Due to advances in information and communication technology, various social networks can communicate between teachers and students across distances. Education is changing from "education" to "edutainment," this approach does not essentially change the nature of the teaching and learning activities in the classroom. However, on the other hand, there are differences in planning, strategies, and teaching methods (Fadhillah et al., 2016). Some innovative teaching methods include blended, game-based, collaborative, and flipped learning. These changes necessitate that teachers develop the skills to incorporate information and communication technology into their teaching methods (Azis, 2019). Consequently, innovation in learning during the digital era is crucial for enhancing educational quality and preparing students to meet contemporary challenges.

Learning encompasses activities that foster human personal growth, both physically and mentally, involving cognitive, affective, and psychomotor domains (Sardiman, 1994). The learning process must be fun, emphasizing what is taught and how to direct it well. One learning model that aligns with the current Industrial Revolution 4.0 era is the blended learning model.

Blended learning combines old literacy and literacy (human literacy, technology, and data literacy) (Risdianto et al., 2022). To optimize the learning process in alignment with the current generation, a learning model tailored to contemporary needs is necessary. The blended learning model is highly compatible with modern technology. By utilizing this model, Google Classroom proves to be effective in enhancing students' listening skills. This effectiveness arises from the integration of traditional learning methods with e-learning (online) approaches, making the blended learning model and Google Classroom a powerful combination, so students and teachers can access knowledge from the internet to develop new knowledge (Katili et al., 2018).

About Google Classroom is a component of the Google for Education platform. As a free tool, it enables students to become independent, engaged, and motivated, aligning with the tendency of most aspiring youth students to use technology in their daily routines (Nursyahrina et al., 2021). With Google Classroom, teachers can quickly create and organize assignments, communicate effortlessly with students, and distribute assignments paperlessly, allowing for efficient feedback (Shaharaneet al., 2016). So, in order for the teaching and learning to work well in the digital era, such as in the 4th Industrial Revolution era, teachers must have technological expertise and the ability to adapt to global challenges. Utilizing Google Classroom, teachers can efficiently manage learning activities and provide accurate information to students (Hardiyana, 2015). It is designed to cater to a diverse range of users, including teachers, students, teachers, and even administrators. It provides several benefits compared to other apps, such as allowing users to make and administer classes, assignments, and marks, as well as offering instant feedback. Moreover, Google Classroom is specifically designed to support teachers or instructors in the learning process, enabling students and teachers to discuss lessons anytime and anywhere, free from time constraints or scheduled class hours (Sutika et al., 2021). Consequently, the effectiveness of Google Classroom in enhancing students' listening skills has been extensively explored in previous research. Below are some studies that investigate the use of Google Classroom:

First, Sipon et al. (2021) conducted research on class XI vocational high school students enrolled in the light vehicle engineering program in Surabaya. The data collection technique used is quasi-experimental with a cluster random sampling method. There are two sample groups in the data collection process: the experimental group of students will be taught using Google Classroom, while the control group will use traditional teaching methods. The study

finds that students who use Google Classroom for online learning typically attain higher scores compared to those learning through conventional methods, both in their initial ability scores and their learning achievement scores. Thus, employing Google Classroom contributes to enhancing student performance in the competency of automotive electrical systems.

The research to be conducted shares similarities with existing studies by focusing on the use of Google Classroom to enhance learning outcomes. However, the novel aspect of this research is its investigation into whether Google Classroom is effectively utilized within a blended learning framework and if it can specifically improve students' listening skills.

Second, the research conducted by Megawati (2022) was conducted on 20 students of the English education study program. The research method used was class action research (PTK). This research is divided into two cycles, with each cycle including four phases: planning, action, observation, and reflection. In this study, it can be concluded that the use of Google Classroom makes it easier for students to learn, where students will be facilitated by downloading material, saving it offline, and being able to reuse it as a listening exercise at home. This proves that using Google Classroom can improve listening skills. The research to be conducted has similarities with existing studies regarding the use of Google Classroom for developing listening skills. However, its novelty lies in examining whether Google Classroom is effective in enhancing students' listening skill achievement.

Third, the research of Aji et al. (2023) was conducted on 21 undergraduate Indonesian language and literature students. This study employs a quasi-experimental design with a purposive sampling approach. The instruments utilized include questionnaires, tests, and observations. The findings indicate that students overall express enthusiasm and enjoyment in the learning process when utilizing a mixed learning model. Additionally, the research results demonstrate an improvement in student learning outcomes across various levels. Therefore, applying the blended learning model makes them enjoy the learning process more and motivates students to improve listening learning outcomes. Related to this, the research that the researcher will do has similarities, namely the blended learning model and improving listening skills. The novel aspect of this study is its focus on evaluating the effectiveness of Google Classroom within a blended learning model to enhance students' listening achievements.

Moreover, the last, based on research by Abadi et al. (2023) this research aimed to examine how Google Classroom is utilized in the context of learning English, specifically

assessing its effectiveness as an online media tool for Communication Science students at Halu Oleo University. The study found that Google Classroom significantly enhances students' communication and discussion skills in English. While this research shares the goal of evaluating the effectiveness of Google Classroom, its novel contribution lies in investigating how effectively Google Classroom can be used to improve students' listening skills.

Building on previous research, this study will be carried out with junior high school students. As noted in earlier studies, Google Classroom, which gained prominence during the pandemic as an online learning management system, will be utilized. In this study, Google Classroom will be employed as a paperless learning tool throughout the blended learning process. Unlike previous research, this study will specifically focus on evaluating the effectiveness of Google Classroom in enhancing students' listening skills, and it will use a pre-experimental research method.

From a pre-observation conducted by the researcher, including direct observations at SMPN 21 Makassar and interviews with one of the school's educators, discovered that the school had previously implemented using Google Classroom as a lesson planning system during the COVID-19 pandemic. However, the application is no longer in use, as the learning process has mostly reverted to traditional classroom methods. Consequently, the researcher has proposed this study as an innovative approach in the blended learning process, using Google Classroom as an effective platform to enhance students' listening achievements in English language learning.

LITERATURE REVIEW

1. Definition of Listening Achievement

Richards & Renandya (2002) define listening achievement as the ability to comprehend the meaning of spoken words that are delivered naturally and spontaneously.

Flowerdew & Miller (2005) describe listening achievement as the capability to grasp both the content and intent of spoken discourse and respond appropriately within the context of communication.

2. Definition of Google Classroom

Isman (2020) characterizes Google Classroom as a cloud-based platform that simplifies the creation, organization, and assessment of assignments.

According to Putria et al. (2020), Learn more about Google Classroom, a public service offered by Google that helps in creating, distributing, and assessing paperless assignments.

3. Google Classroom in Listening Learning

Shih (2011) says listening learning in blended learning can help students gain better listening skills because of the combination of face-to-face and online learning, students can access listening materials online and practice independently before face-to-face sessions.

According to Bañados (2006) mixed learning has the power to increase students' motivation and participation in learning to listen, with a variety of learning methods through a mixture of offline and online student interest in learning listening skills can increase.

METHODS

The researcher employed a quantitative approach using a pre-experimental design with a one-group pre-test-post-test method. The researcher was implemented on May, 2024 at SMPN 21 Makassar. The school is in Minasa Upa district, Rappocini district, Makassar city.

The study population involved the students of grade eight at SMPN 21 Makassar for the 2023/2024 school year. The sample is made up of 20 students from class VIII E. To select this sample, the researcher employed cluster random sampling, given that there are seven eighth-grade classes at the school.

The instrument that the researcher used to obtain data for this study is a listening skills test in the form of a pre-test (multiple choice) and post-test (multiple choice and true false).

This study has a procedure consisting of a student comprehension test using listening skills as a pre-test (this test is conducted before the application of Google Classroom) and a post-test (this test is conducted after using Google Classroom). In addition, there is also a treatment for four meetings, where the first meeting introduces the Google Classroom application with short dialogues in listening skills. The data processing technique in this study was to use SPSS version 22 software: Mean scores, Standard Deviation, Normality Test, Hypothesis Test and N-Gain.

RESULTS

1. The Percentage and Frequency of Students' Pre-test and Post-test Scores

Table 1. Students Score

| No. | Classification | Range | PRE-TEST | | POST-TEST | |
|--------------|----------------|--------|-----------|----------------|-----------|----------------|
| | | | Frequency | Percentage (%) | Frequency | Percentage (%) |
| 1. | Very Good | 93-100 | 0 | 0% | 3 | 15% |
| 2. | Good | 84-92 | 0 | 0% | 5 | 25% |
| 3. | Average | 75-83 | 1 | 5% | 7 | 35% |
| 4. | Poor | <75 | 19 | 95% | 5 | 25% |
| Total | | | 20 | 100% | 20 | 100% |

Based on the results of the classification table of pre-test and post-test scores above, the pre-test scores show that before being given treatment, no students obtained pre-test scores in the “very good” and “good” categories. We can see again in the table above where only one student obtained a score in the sufficient category, which in that category obtained scores ranging from 75-83 with a percentage of 5%, and 19 students in the poor category obtained scores ranging from <75 with a percentage result of 95%. This shows that students have “very low” listening achievement.

2. The Mean Scores and Standard deviation of Pre-test and Post-test

Table 2. Standard Deviation

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre-test | 20 | 10 | 80 | 49.50 | 16.376 |
| Post-test | 20 | 50 | 100 | 82.00 | 12.397 |
| Valid N (listwise) | 20 | | | | |

Based on the table above shows that the results of students' pre-test and post-test data in this study experienced an improvement after being given treatment. The increase can be measured by plotting the minimum and maximum values resulting from the conducting pre and post-test. Table shows that the pre-test lowest score is 10 and the pre-test the highest score is 80, while the post-test the post-test average score is 50 and the post-test highest score is 100.

3. Normality Test

Table 3. Normality Test

| Tests of Normality | | | | | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .212 | 20 | .019 | .930 | 20 | .154 |
| Posttest | .186 | 20 | .068 | .912 | 20 | .068 |
| a. Lilliefors Significance Correction | | | | | | |

Based on the results of the research data output above, it is known that the Shapiro-Wilk significance value for the significance value of the pre-test variable where the result of the significance value is greater than the probability value ($0.154 \geq 0.05$) and for the significance value of the post-test variable proves the result obtained is a significance value greater than the probability value ($0.068 \geq 0.05$). Therefore, it can be concluded that the data samples in this study are normally distributed.

4. Hypothesis Test

Table 4. Hypothesis Test

| Paired Samples Test | | | |
|---------------------|---|--------------------|---------|
| | | Pair 1 | |
| | | Pretest - Posttest | |
| Paired Differences | Mean | -32.500 | |
| | Std. Deviation | 15.174 | |
| | Std. Error Mean | 3.393 | |
| | 95% Confidence Interval of the Difference | Lower | -39.602 |
| Upper | | -25.398 | |
| t | -9.578 | | |
| df | 19 | | |
| Sig. (2-tailed) | .000 | | |

The research utilized the t-test method to analyze the pre-test and post-test results of students, with SPSS performing paired sample tests. The significance value (sig.2-tailed) obtained was .000. Since this value is less than the significance level ($\alpha = 0.05$), it indicates a significant difference. The t-value (9.758) was also greater than the critical t-value (2.093), confirming that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

5. N-Gain

Table 5. N-Gain

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Ngain_Score | 20 | .00 | 1.00 | .6323 | .25635 |
| Ngain_Persen | 20 | .00 | 100.00 | 63.2321 | 25.63513 |
| Valid N (listwise) | 20 | | | | |

The results of the N-Gain score are classified as Moderate with a score of 0.63 based on a scale of $0.30 \leq 0.70$. Meanwhile, the N-Gain percent classification criterion in this study is 63 which is classified as quite effective on a scale of 56-75. Thus, the researcher concluded that the incorporation of Google Classroom into blended learning is very effective in improving students' listening achievement at SMPN 21 Makassar.

DISCUSSIONS

Google Classroom, as an educational application, supports online teaching by overcoming spatial and temporal limitations. Mustakim (2020) supports this view, describing Google Classroom as an online service from Google designed to facilitate distance learning. Students have found that using this application has made it simpler to improve their English learning outcomes, especially in listening skills, which are essential for mastering the language.

The researcher employed the Google Classroom application as a valuable tool to improve students' listening abilities. The research was conducted over four sessions. During the first meeting, the researcher used short dialogues, a type of listening exercise. Students showed considerable enthusiasm for the learning process, and they were able to use their phones to access the Google Classroom app. However, some students struggled with using the application, which posed challenges during the first session. This difficulty aligns with Iftikhar's (2016) findings, which suggest that a lack of proficiency with technology can hinder the use of Google Classroom. Throughout the sessions, the researcher created materials, quizzes, and attendance records in Google Classroom. Despite initial difficulties, some students showed significant improvement over the course of the treatments.

The research findings indicate that the pre-test scores of students averaged 49.5, which falls into the "poor" category. Among the students, only 1 (5%) had an "average" score, while the remaining 19 (95%) were classified as "poor." This low performance was due to many

students being unfamiliar with listening skills questions, with some never having encountered them before.

After applying the Google Classroom intervention, the post-test results showed notable improvement, with an average score rising to 82, placing most students in the "average" category. Specifically, 3 (15%) students scored in the "very good" category, 5 (25%) in the "good" category, 7 (35%) in the "average" category, and 5 (25%) remained in the "poor" category.

The rise in scores from the pre-test to the post-test, confirmed through hypothesis testing with a significance value of 0.000 (below the alpha level of 0.05), results in the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). This suggests a notable improvement in students' listening skills attributed to Google Classroom. This finding supports the ongoing use of Google Classroom as an effective means of boosting students' listening performance.

The N-Gain score results show an improvement in students' listening skills when using the Google Classroom application within a blended learning environment. The N-Gain score was 0.63, which is classified as "Medium" and translates to a "Quite Effective" level of improvement in listening achievement. This suggests that Google Classroom is relatively effective in enhancing students' listening abilities.

These findings align with previous research, such as Aini et al. (2021), which also found that Google Classroom effectively improves learning outcomes, as evidenced by increased scores following its use. The research revealed that students' average scores on the post-test were greater compared to their pre-test scores, indicating that Google Classroom positively influenced their performance.

Additionally, research by Megawati (2022) supports these findings, noting that Google Classroom facilitates learning by providing easy access to materials, quizzes, and online attendance. Students can download materials for offline use, which aids in practicing listening skills at home. Teachers also benefit from streamlined processes for managing attendance and assigning tasks, making the learning experience more efficient without relying on paper.

Finally, Zhao & Breslow (2020) found that incorporating multimedia into listening education via Google Classroom enhances student comprehension by combining visual and auditory learning. Using videos and multimedia within Google Classroom not only deepens students' grasp of the content, at the same time, improving the educational experience by

making it more interactive and impactful. The integration of visual and auditory elements helps students achieve a more profound and contextual understanding, improving their listening skills. Furthermore, Google Classroom's adaptability and interactive capabilities enable personalized learning experiences, addressing individual student needs and enhancing educational results.

CONCLUSION

The researcher determined that Google Classroom is notably effective in enhancing students' listening skills at SMPN 21 Makassar. The application proves beneficial in blended learning environments, simplifying the learning process for students. Additionally, Google Classroom supports a paperless system, contributing to environmental conservation. Furthermore, it fosters an engaging and enjoyable learning experience. Overall, Google Classroom is an effective tool for improving student listening achievements.

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